



Social Sciences Spectrum

A Double-Blind, Peer-Reviewed, HEC recognized [Y-category](#) Research Journal

E-ISSN: [3006-0427](#) P-ISSN: [3006-0419](#)

Volume 05, Issue 01, 2026

Web link: <https://sss.org.pk/index.php/sss>



Impact of Workplace Ostracism on Job Performance among University Employees: Moderating role of Emotional Intelligence

Savera Ilyas¹

Student, Department of Psychology, USP Multan, Punjab, Pakistan

Fatima Rahim³

CTI at Govt. Associate College (W), Basti Malook, Multan, Punjab, Pakistan

Novera Obaid Qazi²

Lecturer, Department of Psychology, USP Multan, Punjab, Pakistan

Correspondence: noveraqazi.16@gmail.com

Article Information [YY-MM-DD]

Received 2026-01-17

Revised 2026-02-19

Accepted 2026-03-11

Citation (APA):

Ilyas, S, Qazi, N, O & Rahim, F (2026). Impact of workplace ostracism on job performance among university employees: Moderating role of emotional intelligence. *Social Sciences Spectrum*, 5(1), 365-381.

<https://doi.org/10.71085/sss.05.01.498>

Abstract

This study investigates the impact of workplace ostracism on job performance, with a focus on the moderating role of emotional intelligence. Using a quantitative research design, the study collected data through purposive sampling from a sample of 170 university employees (102 females, 68 males). Participants complete questionnaires measuring workplace ostracism, job performance, and emotional intelligence using Workplace Ostracism scale, Job Performance scale, and the Wong and Law Emotional Intelligence scale. In SPSS data were analyzed using Pearson Correlation, one-way ANOVA, independent sample t-test, regression and the PROCESS macro. Findings indicate a significant negative correlation between workplace ostracism and job performance. Additionally, a negative correlation exists between workplace ostracism and emotional intelligence, whereas emotional intelligence and job performance showed a significant positive correlation. Results further indicated that less experienced employees experienced higher workplace ostracism than more experienced ones, and age and qualification levels also varied. However, emotional intelligence does not moderate the relationship between workplace ostracism and job performance suggesting that emotional intelligence alone may not be sufficient to mitigate its effects. The study emphasizes fostering inclusive workplaces and enhancing emotional intelligence training to improve job performance.

Keywords: Workplace Ostracism, Job Performance, Emotional Intelligence, Moderating Role, Quantitative Research Design.



Content from this work may be used under the terms of the [Creative Commons Attribution-Share-Alike 4.0 International License](#) that allows others to share the work with an acknowledgment of the work's authorship and initial publication in this journal.

Introduction

The word "ostracism" originates from the word "ostrakismos," which is ancient Greek and refers to someone being rejected or excluded from a group or society. According to Ng (2017), social isolation based on rejection or omission is known as ostracism. Ostracism is a severe form of social rejection where an individual is deliberately ignored and excluded by others. It appears that the behavioral sciences are extremely sensitive to the topic of ostracism. Every setting, including social and professional ones, might experience the scenario of ostracism.

Being ignored, excluded, or neglected by other people or groups is a frequent experience in all social settings (Williams, 1997), including the workplace (Fox & Stallworth, 2005; Hitlan, Kelly, Schepman, Schneider, & Zarate, 2006). These types of situations are sometimes classified as "ostracism" (Williams, 1997, 2001). Ostracism at work can lead to unusual behaviors. Workplace ostracism, defined as the degree to which individuals believe that other workers are excluding or ignoring them at work, is a common occurrence in the workplace (Ferris et al., 2008). "The degree to which an individual feel that he or she is ignored or isolated by others in the workplace" is the definition of workplace ostracism (Williams, 2001). Peng and Zeng (2017) define workplace ostracism as the intentional act of preventing an individual from taking part in organizational activities.

According to Motowildo, Borman, and Schmit (1997), "the overall value to the organization of each behavioral episode that a worker performs over a standard interval of time" is the definition of job performance. According to Deadrick (Deadrick & Gardner, 1999), job performance is the result of each job function's accomplishments over a given amount of time. According to El-Sabaa (2001), an individual's productivity will rise when they are willing and open to trying new things on the job. These traits directly correlate with job performance. Viswesvaran and Ones (2000) characterized job performance as "scalable actions, behaviors, and outcomes that employees engage in or bring about that are linked with and contribute to organizational goals."

The output and outcomes in terms of quantity and quality that each employee in the company is required to provide is known as job performance. Job performance evaluates how successfully an individual does their work. The act of doing a work is also related to it. It refers to achieving a goal or collection of goals inside a position, function, or group (Campbell, 1990). From the perspective of the employee, work performance is basically the outcome of a set of actions. The many tasks carried out every day have an impact on overall work performance

John Mayer and Peter Salovey (1990) described emotional intelligence as the capacity of an individual to recognize, comprehend, utilize, and regulate his feelings. According to Goleman (1995), the ability to understand one's own emotions as well as those of others, to regulate emotions with staying motivated by oneself, and to regulate emotions through interpersonal interactions. Emotional intelligence is the capacity to control one's own and other people's emotions, discern between positive and negative emotional effects, and apply emotional intelligence to shape one's own ideas and actions (Moroń & Biolik-Moroń, 2021).

Individual distinctions in how one feels, recognizes, comprehends, controls, and uses emotions, both linked to oneself and others, are captured by emotional intelligence (Petrides & Furnham, 2001). The term "emotional intelligence" describes a group of interconnected skills people have that enable them to effectively perceive, process, and apply emotional data. (Law and Wong, 2002). We claimed that emotionally intelligent persons (a) properly observe emotions, (b) accurately utilize emotions to assist reasoning, (c) comprehend emotions and emotional meanings,

and (d) regulate emotions in others as well as in themselves. This is our theory regarding how people reason about emotions (Mayer & Salovey, 1997).

Literature Review

Organizational scholars have recently become more interested in the idea of workplace ostracism due to the growing significance of social connections in contemporary work environments (Gkorezis & Bellou, 2016; Gong et al., 2012). Ostracism at work has been said to be a major contributor to a decrease in knowledge sharing and social interaction (Gkorezis & Bellou, 2016), which can have a negative impact on performance, pro-social behaviors, commitment, and satisfaction (Zhao, Peng, & Sheard, 2013).

Since the 1970s, workplace ostracism has been investigated under the umbrella of organizational behavior (Robinson & Schabram, 2017) and has been viewed as a deviant social phenomenon. Workplace deviance (Bennett & Robinson, 2000), organizational misbehavior (Vardi & Wiener, 1996), antisocial behavior (Giacalone, R.A.; Greenberg, 1997), aggression (Neuman & Baron, 1998), dysfunctional behavior (Griffin et al., 1998), counterproductive work behavior (Sackett & DeVore, 2001), are examples of negative social phenomena similar to workplace ostracism. Even though ostracism has been extensively researched in a number of social science domains (Williams, 2007), organizational behavior adds the additional distinction of "in the workplace" to highlight the significance of this phenomenon.

Most research on ostracism at work indicates that it is positively connected with undesirable behaviors and negatively correlated with those that the organization would like to see. More specifically, it has been discovered that workplace ostracism is favorably connected with anti-production work behaviors (Hitlan & Noel, 2009) and adversely correlated with job performance (Wu et al., 2011). According to Williams (2007), ostracism is a significant stressor that also has an impact on a wide range of organizational environment factors. Extensive studies have demonstrated that workplace ostracism has detrimental effects on employee behavior in terms of organizational citizenship behavior (Fiset et al., 2017), person- organization fit (Chung, 2015), organizational commitment (Hitlan et al., 2006b), work engagement, satisfaction with coworkers and supervisors (Hitlan et al., 2006a), and assistance behaviors (Balliet & Ferris, 2013; Mok & De Cremer, 2016). However, work-family conflict (Liu et al., 2013), social anxiety (Zadro et al., 2006), organizational silence (Gkorezis et al., 2016), intention to quit (Renn et al., 2013), and non-pro-social behaviors (Balliet & Ferris, 2013; Jones et al., 2009) are all positively correlated with workplace ostracism.

Abrar et al. (2022) investigated workplace ostracism's impact on job performance, mediated by depressed mood, and moderated by employees' political skill. Drawing upon the conservation of resources theory, this study investigates the mechanism through which workplace ostracism influences job performance via its effect on depressed mood. They found that ostracism indirectly lowers job performance through depressed mood, a relationship weakened by high political skill. This study contributes by revealing the psychological mechanism of ostracism on performance and the protective role of political skill, shedding light on overlooked factors in organizational behavior.

Job performance is influenced by a number of factors, including opportunity, capacity, and willingness. Opportunity is the term used to describe the resources that an organization gives its workers in order for them to do their responsibilities and meet the goals of the company. These resources include tools, materials, supplies, pay, time, and working circumstances, which include

policies and leadership styles (Arik, 2018). According to Angeles, Paula, and Lara's study from 2021, social support, task importance, empowerment, and transformational leadership all have a good combined effect on worker performance (Paula, Lara, and M. Angeles L'opez, 2021). The term "capacity" describes the mental and personal qualities, such as skill, intelligence, motor skills, educational attainment, and energy levels, that make up a person's capacities. The several forms of motivation, work satisfaction, ego-involvement, self-image, values, perceptions, and sense of justice are all represented by willingness. These elements have a significant impact on how well an individual performs in order to meet the company's goals (Arik, 2018).

A variety of factors, such as abusive supervision (Chen & Wang, 2017), job stress, organizational tenure, psychological capital of leaders (Chen, 2015), positive effect, and person-job fit (Lin, Yu, & Yi, 2014), can influence an employee's performance at work. Changes in a worker's life events may have a favorable or negative impact on their performance at work (Dennis 1956). Workplace ostracism, which is defined as an employee's reported experience of being ignored or shunned in the workplace (Robinson, O'Reilly, & Wang, 2013), is another significant factor that influences job performance. Equipment, the physical work environment, meaningful work, standard operating procedures, rewards for good or bad systems, performance expectations, performance feedback, knowledge, abilities, and attitudes are just a few of the various factors that might affect an employee's job performance (Stup, 2003).

In industrial management and organizational behavior, job performance is perhaps the most significant and researched variable (Carpini, Parker, & Griffin, 2017). According to Wattoo (2019), an exceptional level of job performance results in increased organizational productivity and, ultimately, success. One of the most important factors influencing an organization's ability to make income is job performance (Bevan, 2012). Because employee performance contributes to company success, performance is important for organizations. The workforce's performance is the primary determinant of effectiveness for competitive gain, meaning that job performance outcomes like productivity and output are crucial for businesses to maintain their competitiveness in the marketplace (Daeley, 2012). Furthermore, performance matters to people since finishing activities can lead to the accomplishment of group objectives (Muchhal, 2014).

Workplace variables that impact how effectively individuals do their jobs include physically demanding duties, stress levels, long hours, and employee happiness (Jacobs et al., 2013). In general, job performance is a complicated concept that depends on a number of variables and is crucial to both an individual's and an organization's success at work. Job performance is a crucial result that has to be completed successfully and efficiently in the workplace (Borman & Motowidlo, 1997). Studies examining the effects of workplace ostracism on employees' job performance have revealed that workplace ostracism has a major detrimental effect on job performance.

Ain et al. (2024) investigated how knowledge hiding impacts job performance through emotional exhaustion and the moderating role of emotional intelligence. Their study found that people with better emotional intelligence are less affected by knowledge hiding, which lowers job performance through emotional exhaustion. The research highlights the importance of emotional intelligence in mitigating the negative effects of knowledge hiding on job performance.

In the fields of organizational behavior and psychology, emotional intelligence is one of the most researched concepts (Rahman, 2010; 2018). Previous studies have confirmed the benefits of this characteristic and concluded that it is necessary for organizational commitment (Liu & Boyatzis,

2021), performance, job happiness, and success in the workplace (Desai & Srivastava, 2017), as well as organizational citizenship behaviors (Geofroy & Evans, 2017).

The most effective predictor of both individual achievement and organizational effectiveness is emotional intelligence. One behavioral element of humans that may be significantly enhanced is emotional intelligence. According to Slaski and Cartwright (2002), an emotionally intelligent person accepts, behaves consistently, manages all emotions exceptionally well, and makes the proper and responsible decision. It is believed that emotional intelligence is a resource for human growth and welfare. Men and women have different levels of emotional intelligence. This indicates that women appear to have greater levels of emotional intelligence (Sergienko et al., 2020; Fernández et al., 2020).

Empathy, collaboration, communication, and negotiation are just a few of the social and emotional competencies that have been linked to emotional intelligence and are advantageous for success in the workplace (Sanchez-Gomez & Bresó, 2020). According to Ceballos et al. (2017), having higher emotional intelligence makes it possible to manage the demands and obstacles of the job more effectively, which boosts job satisfaction. According to Unnikrishnan et al. (2019), emotionally intelligent individuals, for example, are able to accept, consistently handle, and successfully regulate all emotions, as well as make prudent and well-informed judgments. On the other hand, a lack of emotional intelligence has led to unpleasant behavior, like bullying the weak and having trouble communicating (White & Grason, 2019).

Over the past ten years, emotional intelligence has gained popularity and been used in social and behavioral sciences to predict leadership, organizational commitment, and stress management (Salovey and Mayer, 1990; Jain and Duggal, 2018). (Boyatzis, 2018). Emotional intelligence influences organizational commitment in a number of ways, including hiring and retaining employees, career advancement, teamwork, employee dedication, morale, health, creativity, efficacy, productivity, sales, revenues, quality of service, and client outcomes (Murana and Oladimeji, 2022c).

One popular interactive strategy for overcoming rejection is emotional intelligence (Naz, Li, Nisar, & Rafiq, 2019; Nozaki & Koyasu, 2013). Yang et al. (2020) looked at the connection between psychological discomfort and emotional intelligence as well as workplace ostracism. Ostracism is an interpersonal stressor that causes psychological anguish and ultimately results in job dissatisfaction. Workers with emotional intelligence are better equipped to handle rejection at work.

Zhu et al. (2015) demonstrated that workers who possessed high emotional intelligence were highly engaged at work and would perform better on the job. Because it improves employee performance and has a favorable effect on the relationship between employee and organizational performance, emotional intelligence is employed to generate high-quality work (Taboli et al., 2013). Emotionally intelligent workers are more productive at work. More emotionally intelligent workers are self-assured and control their emotions (Shooshtarian, Ameli, & Amini Lari, 2013).

Hypothesis

1. Workplace Ostracism, Job Performance and Emotional Intelligence would be correlated among university employees.
2. Workplace Ostracism, Job Performance and Emotional Intelligence would vary in terms of demographic variables (age, gender, qualification and experience) among university employees.

3. Workplace Ostracism would have an impact on Job Performance among university employees.
4. Emotional Intelligence would have an impact on Workplace Ostracism and Job Performance among university employees.
5. Emotional Intelligence would play a moderating role in the relationship between Workplace Ostracism and Job Performance among university employees.

Material and Method

The present study was designed to examine the relationship between workplace ostracism, job performance and emotional intelligence among university employees. Recognizing the relevance of these constructs in shaping employee's experiences and organizational functioning, the research followed a clear and systematic methodological framework. The study utilized well-established procedures, including the selection of participants, the use of standardized research instruments, and the application of appropriate statistical techniques.

Nature of the study

The current research was conducted through quantitative correlational research design.

Population

The population of this research was university teachers who are currently employed at universities from the city of Multan.

Sample

The sample of this study consists of 170 employees from different universities of Multan. The data were collected from both male and female. Data was collected through purposive sampling.

Research tool

The research used a survey questionnaire as a tool to gather relevant data. Researchers approached this according to the information needed.

- Workplace Ostracism Scale (Ferris et al., 2008)
- Job Performance Scale (Williams and Anderson, 1991)
- Wong and Law Emotional Intelligence Scale (WLEIS) (Wong and Law, 2002)

Data Collection

This was a quantitative research. The scales were individually applied to subjects. Prior to administration the informed consent of participants was assured. To maximize data precision each respondent was addressed individually. On the survey page some demographic variables for example gender and age were given. The respondents were guaranteed that the data provided will only be used for purpose of research. The data was gathered from 170 university employees for this purpose. Data was collected by the survey research method, and it takes around 10–25 minutes.

Analysis of data

SPSS software was used to analyze data correlation, one-way ANOVA, independent sample t-test, regression, and the Process macro of Hayes for moderation analysis.

Table 4.1: Psychometric properties of the study variables for N = 170 (Females = 102, Males = 68)

Variables	No. of items	α	Mean	SD
Workplace Ostracism	10	0.96	19.09	8.51
Job Performance	07	0.79	25.39	4.79
Emotional Intelligence	16	0.98	88.90	18.93

Note. α =Cronbach Alpha

The table shows standard deviation, mean, and psychometric properties of workplace ostracism, job performance, and emotional intelligence. The results indicate that all scales have adequate alpha coefficients, and the alpha value of emotional intelligence (.98) indicates the highest internal consistency, then workplace ostracism (.96) and job performance (.79).

Table 4.2: Correlation among Workplace Ostracism, Job Performance and Emotional Intelligence

Variables	Workplace Ostracism	Job Performance	Emotional Intelligence
Workplace Ostracism	1	-.543**	-.278**
Job Performance		1	.527**
Emotional Intelligence			1

**p<0.01

Table 4.2 presents the correlation coefficients between variables workplace ostracism, job performance and emotional intelligence. The table indicates that there is a significant negative correlation between workplace ostracism and job performance. Workplace ostracism and emotional intelligence are also negatively correlated. Job performance and emotional intelligence are significantly positively correlated.

Table 4.3(a): One-way ANOVA for age groups on Workplace Ostracism, Job Performance, and Emotional Intelligence.

Variables	Sources of variation	Sum of square	df	Mean Square	F	p
Workplace Ostracism	Between Groups	939.798	2	469.899	6.953	.001***
	Within Groups	11285.878	167	67.580		
	Total	12225.676	169			
Job Performance	Between Groups	26.743	2	13.372	.578	.562
	Within Groups	3861.851	167	23.125		
	Total	3888.594	169			
Emotional Intelligence	Between Groups	114.883	2	57.442	.159	.853
	Within Groups	60432.417	167	361.871		
	Total	60547.300	169			

Note. P < .05 indicate significant difference.

Table 4.3(a) presents the results of a one-way analysis of variance (ANOVA) to examine the effect of age on workplace ostracism, job performance and emotional intelligence. the results showed that there is a significant difference among different age groups in Workplace ostracism, $F(2,167) = 6.953$, $p = .001^{***}$. but there is no significant difference was found for Job Performance, $F(2,167) = 0.578$, $p = .562$, and Emotional Intelligence, $F(2,167) = 0.159$, $p = .853$. the results showed that age significantly impact workplace Ostracism but does not significantly impact on Job Performance or Emotional Intelligence.

Table 4.3(b): Independent sample t-test for gender on Workplace Ostracism, Job Performance and Emotional Intelligence.

Variables	Females (n = 102)		Males (n = 68)		t	P	Cohen's d
	M	SD	M	SD			
Workplace Ostracism	19.61	9.41	18.31	6.93	1.035	.302	0.157
Job Performance	25.26	4.29	25.59	5.49	-.430	.668	0.066
Emotional Intelligence	90.14	20.67	87.04	15.94	1.044	.298	0.167

Note. N=150, M=Mean, SD=Standard Deviation, t=t-value, p=significance level

In table 4.3(b) independent sample t-test was applied to examine the gender differences in Workplace Ostracism, Job Performance and Emotional Intelligence. the results showed that in workplace ostracism there is no significant difference between females (M = 19.61, SD = 9.41,) and males (M = 18.31, SD = 6.93), $t(166.28) = 1.035$, $p = 0.302$, $d = 0.157$. In Job Performance, there is also no significant difference between females (M = 25.26, SD = 4.29) and males (M = 25.59, SD = 5.49), $t(168) = -0.430$, $p = 0.668$, $d = 0.066$. In Emotional Intelligence, the results showed no significant difference between females (M = 90.14, SD = 20.67) and males (M = 87.04, SD = 15.94), $t(168) = 1.044$, $p = 0.298$, $d = 0.167$. subsequently all the p-values are greater than 0.05, gender does not have a significant impact on Workplace Ostracism, Job Performance and Emotional Intelligence.

Table 4.3(c): One-way ANOVA for qualification of respondents on Workplace Ostracism, Job Performance, and Emotional Intelligence.

Variables	Sources of variation	Sum of square	df	Mean Square	F	p
Workplace Ostracism	Between Groups	1606.205	2	803.102	12.629	.000***
	Within Groups	10619.472	167	63.590		
	Total	12225.676	169			
Job Performance	Between Groups	98.122	2	49.061	2.162	.118
	Within Groups	3790.472	167	22.697		
	Total	3888.594	169			
Emotional Intelligence	Between Groups	1620.388	2	810.194	2.296	.104

Within Groups	58926.912	167	352.856
Total	60547.300	169	

Note. $P < .05$ indicate significant difference.

Table 4.3(c) presents the results of a one-way analysis of variance (ANOVA) to examine the differences between qualification of respondents on workplace ostracism, job performance and emotional intelligence. the results showed that there is a significant difference in workplace ostracism, $F(2,167) = 12.629$, $p = .000^{***}$, but there is no significant difference was found for Job Performance, $F(2,167) = 2.162$, $p = .118$, and Emotional Intelligence, $F(2,167) = 2.296$, $p = .104$.

Table 4.3(d): Independent sample t-test for experience of respondents on Workplace Ostracism, Job Performance and Emotional Intelligence.

Variables	Less than five years (n = 86)		More than five years (n = 84)		t	P	Cohen's d
	M	SD	M	SD			
Workplace Ostracism	21.53	9.31	16.58	6.79	3.970	.000***	0.607
Job Performance	25.12	4.79	25.68	4.82	-.763	.446	0.116
Emotional Intelligence	89.06	21.51	88.74	15.98	.110	.912	0.016

Note. N=150, M=Mean, SD=Standard Deviation

In table 4.3(d) independent sample t-test was applied to examine the impact of experiences of respondents on workplace ostracism, job performance and emotional intelligence. the results showed that there is a significant difference in workplace ostracism respondents with less than five years of experience (M=21.53, SD = 9.31) perceive higher ostracism than those with more than five years (M = 16.58, SD = 6.79), $t(155.56) = 3.970$, $p < .000^{***}$, with a moderate effect size (Cohn's $d = 0.607$). The results showed that there is no significant differences were found in job performance, $t(168) = -0.763$, $p = .446$, $d = 0.116$, and Emotional Intelligence, $t(156.89) = 0.110$, $p = .912$, $d = 0.016$, suggesting that experience does not significantly impact on job performance and emotional intelligence.

Table 4.4: Regression analysis showing the impact of workplace ostracism on job performance.

Model	B	Std. Error	Beta	t	p
Constant	31.24	.76		40.94	.000***
Workplace Ostracism	-0.30	.03	-0.54	-8.38	.000***

Note. R square=0.29, adjusted R square=0.29, $F(70.29)$, $p < 0.01$

The table indicates regression analysis for showing the impact of workplace ostracism on job performance. The results showed that workplace ostracism has a significant negative impact on job performance (B = -0.30, $\beta = -0.54$, $p = .000^{***}$). The R square value is 0.29, which shows the impact of workplace ostracism on job performance is 29%.

Table 4.5(a): Regression analysis showing the impact of Emotional Intelligence on workplace ostracism

Model	B	Std. Error	Beta	t	p
Constant	30.18	3.02		9.974	.000***
Emotional Intelligence	-0.12	.033	-0.278	-3.749	.000***

Note. R square=0.07, adjusted R square=0.07, F (14.05), p<0.01

Table indicate regression analysis for showing the role of emotional intelligence on workplace ostracism. The results showed that there is a negative impact of emotional intelligence on workplace ostracism (B = -0.12, β = -0.278, p = .000***). The R square value is 0.07 that shows that emotional intelligence predicts workplace ostracism 7%.

Table 4.5(b): Regression analysis showing the impact of emotional intelligence on job performance

Model	B	Std. Error	Beta	t	p
Constant	13.516	1.510		8.952	.000***
Emotional Intelligence	.134	.017	.527	8.042	.000***

Note. R square=0.27, adjusted R square=0.27, F (64.67), p<0.01

Table indicate regression analysis for showing the impact of emotional intelligence on job performance. The results showed that there is significant positive impact of emotional intelligence on job performance (B = .134, β = .527, p = .000***). The R square value is 0.27 that shows that emotional intelligence predicts job performance 27%.

Table 4.6: Moderating role of Emotional Intelligence in the relationship between Workplace Ostracism and Job Performance.

Model Summary	SE	t	p	LLCI	ULCI
Constant	.2854	.88.87	.000***	24.79	25.92
Int_1	.0017	-.4615	.6450	-.0041	.0025

Table indicates that emotional intelligence does not act as a moderator in the relationship between workplace ostracism and job performance because the p value is greater than 0.05.

Conclusion

The present study intended to examine the impact of workplace ostracism on job performance among university employees, especially university teachers, and also the moderating role of emotional intelligence in the relationship between workplace ostracism and job performance. The study aims to further investigate how workplace ostracism impacts employees job performance and how individual differences in emotional intelligence may influence these effects. The data was collected from a sample of 170 university employees (102 females, 68 males) from different age groups and with different qualifications and experiences, and the data was analyzed using SPSS 26.

The study findings reveal strong reliability for all scales used, with emotional intelligence being the most reliable measure. Results demonstrated that workplace ostracism is negatively associated

with both job performance and emotional intelligence, whereas emotional intelligence is positively associated with job performance. Demographic analysis showed that age, qualification, and experience influence perceptions of workplace ostracism, but demographic factors do not significantly affect job performance or emotional intelligence. Regression analysis further indicated that workplace ostracism significantly reduces job performance, while emotional intelligence decreases workplace ostracism and enhances job performance. However, emotional intelligence did not moderate the relationship between workplace ostracism and job performance. These results align with previous research, confirming that although emotional intelligence is beneficial on its own, it does not buffer the negative impact of ostracism on job performance. Overall, the study supports the significance of emotional intelligence and highlights the detrimental effects of workplace ostracism in university settings. These findings emphasize the necessity for organizations to address workplace ostracism rather than relying on individual emotional intelligence and make their organization environment good and comfortable for employees and provide emotional support to minimize the negative effects of workplace ostracism on job performance.

Conflict of Interest

The authors showed no conflict of interest.

Funding

The authors did not mention any funding for this research.

References

- Abrar, R., Qadeer, F., & Shafique, M. (2022). Workplace ostracism and job performance-The role of depressed mood and political skill. *Journal of Business & Economics* (2022).
- Ain, N. U., Azeem, M. U., Haq, I. U., & Mehmood, I. (2024). When does knowledge hiding hinder employees' job performance? The roles of emotional exhaustion and emotional intelligence. *Knowledge Management Research & Practice*, 22(2), 210-222.
- Angeles M., Paula, V., & Lara, M. Q. (2021). An approach to employees' job performance through work environmental variables and leadership behaviors. *Journal of Business Research*, 140(3), 1-9.
- Arik, P. (2018). Analysis of Factors that influence Employee Performance. *Journal Profit*, 12(1), 1-12.
- Balliet, D., & Ferris, D. L. (2013). Ostracism and prosocial behavior: A social dilemma perspective. *Organisational Behavior and Human Decision Processes*, 120(2), 298-308. <https://doi.org/10.1016/j.obhdp.2012.04.004>.
- Bennett, R. J., & Robinson, S. L. (2000). Development of a measure of workplace deviance. *Journal of Applied Psychology*, 85, 349-360.
- Borman, W. C., & Motowidlo, S. J. (1997). Task performance and contextual performance: The meaning for personnel selection research. *Human Performance*, 10(2), 99–109. https://doi.org/10.1207/s15327043hup1002_3
- Boyatzis, R. E. (2018). The Behavioral Level of Emotional Intelligence and Its Measurement. *Frontiers in Psychology*, 9, Article No. 1438. <https://doi.org/10.3389/fpsyg.2018.01438>
- Campbell, J. (1990). Modeling the performance prediction problem in industrial and organizational psychology. *Handbook of industrial and organizational psychology*, 1(2), 687-732
- Carpini, J. A., Parker, S. K., & Griffin, M. A. (2017). A look back and a leap forward: A review and synthesis of the individual work performance literature. *Academy of Management Annals*, 11(2), 825–885
- Ceballos, J. L. D., Solarte, M. G., & Ayala, A. H. (2017). Influencia de la inteligencia emocional sobre las competencias laborales: un estudio empírico con empleados del nivel administrativo. *Estudios Gerenciales*, 33(144), 250–260.
- Chen, S. L. (2015). The relationship of leader psychological capital and follower psychological capital, job engagement and job performance: A multilevel mediating perspective. *The International Journal of Human Resource Management*, 26,2349- 2365. doi:10.1080/09585192.2015.1020443
- Chen, Z. X., & Wang, H. Y. (2017). Abusive supervision and employees' job performance: A multiple mediation model. *Social Behavior and Personality: An International Journal*, 45, 845-858. doi:10.2224/sbp.5657
- Chung, Y. W. (2015), “the mediating effects of organizational conflict on the relationships between workplace ostracism with in-role behavior and organizational citizenship behavior”, *International Journal of Conflict Management*, Vol. 26 No. 4, pp.366-385.

- D.S. Muchhal, "HR Practices and Job Performance," *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*, vol. 19, no. 4, pp. 55-61, 2014.
- Deadrick, D.L., and Gardner, D.G. Performance distributions: Measuring employee performance using total quality management principles. *J. Qual. Manag.* 1999, 4, 225- 241.
- Dennis, N. (1956). *Coal is our life: An analysis of a Yorkshire mining community (Vol. 50)*. Eyre & Spottiswoode.
- Desai, D., & Srivastava, M. (2017). Emotional intelligence-the moderator of leadership styles and performance. *NMIMS Management Review*, 33(1), 35–56.
- El-Sabaa, S. The skills and career path of an effective project manager. *Int. J. Prog. Manag.* 2001, 19, 1-7.
- Fernández, M.M., Brito, C.J., Miarka, B., & Díaz-de-Durana, A.L. (2020). Anxiety and Emotional Intelligence: Comparisons Between Combat Sports, Gender and Levels Using the Trait Meta-Mood Scale and the Inventory of Situations and Anxiety Response. *Frontiers in Psychology*, 11, Article Number 130. <https://doi.org/10.3389/fpsyg.2020.00130>
- Ferris, D.L., Brown, D.J., Berry, J.W. and Lian, H. (2008), The development and validation of the workplace ostracism scale, *Journal of Applied Psychology*, 93(6), 1348-1366. doi:10.1037/a0012743
- Fiset, J., Al Hajj, R., & Vongas, J. G. (2017). Workplace ostracism seen through the lens of power. *Frontiers in Psychology*, 8(1528), 1-19.
- Fox, S., & Stallworth, L. E. (2005). Racial/ethnic bullying: Exploring links between bullying and racism in the U.S. workplace. *Journal of Vocational Behavior*, 66, 438-456.
- Geofroy, D. Z., & Evans, M. M. (2017). Are emotionally intelligent employees less likely to hide their knowledge? *Knowledge & Process Management*, 24(2), 81–95. <https://doi.org/10.1002/kpm.1532>
- Giacalone, R. A., & Greenberg, J. (1997). *Antisocial behavior in organizations*. Thousand Oaks: Sage.
- Gkorezis, P., & Bellou, V. (2016). The relationship between workplace ostracism and information exchange: The mediating role of self-serving behavior. *Management Decision*, 54(3), 700-713. <https://doi.org/10.1108/MD-09-2015-0421>
- Gkorezis, P., Panagiotou, M., & Theodorou, M. (2016). Workplace ostracism and employee silence in nursing: the mediating role of organisational identification. *Journal of Advanced Nursing*, 72(10), 2381-2388. <https://doi.org/10.1111/jan.12992>.
- Goleman, D. (1995). *Emotional Intelligence: Why It Can Matter More Than IQ*. New York: Bantam Book.
- Gong, Y., Cheung, S., Wang, M., & Huang, J. (2012). Unfolding the proactive process for creativity: Integration of the employee proactivity, information exchange, and psychological safety perspectives. *Journal of management*, 38(5), 1611-1633.
- Griffin, R. W., O'Leary-Kelly, A. M., & Collins, J. M. (1998). Dysfunctional work behaviors in organizations. In C. L. Cooper & D. M. Rousseau (Eds.), *Trends in organizational behavior* (pp. 65-82). New York: Wiley.

- Hitlan, R. T., & Noel, J. (2009). The influence of workplace exclusion and personality on counterproductive work behaviours: An interactionist perspective. *European Journal of Work and Organizational Psychology*, 18(4), 477–502. doi: 10.1080/13594320903025028.
- Hitlan, R. T., Clifton, R. J., & DeSoto, M. C. (2006a). Perceived exclusion in the workplace: The moderating effects of gender on work-related attitudes and psychological health. *North American Journal of Psychology*, 8(2), 217-235.
- Hitlan, R. T., Kelly, K. M., Schepman, S., Schneider, K. T., & Zarate, M. A. (2006b). Language exclusion and the consequences of perceived ostracism in the workplace. *Group Dynamics: Theory, Research and Practice*, 10(1), 56-70. <https://doi.org/10.1037/1089-2699.10.1.56>.
- Jacobs, R. L., Lanza, R. B., Osgood, D. W., Eccles, J. S., & Wigfield, A. (2013). Changes in children's self-competence and values: Gender and domain differences across grades one through twelve. *Child Development*, 84(1), 107-123. doi: 10.1111/j.1467-8624.2012.01852.x
- Jain, P., & Duggal, T. (2018). Transformational Leadership, Organizational Commitment, Emotional Intelligence and Job Autonomy. *Management Research Review*, 41, 1033- 1046. <https://doi.org/10.1108/MRR-01-2018-0029>
- Jones, E. E., Carter-Sowell, A. R., Kelly, J. R., & Williams, K. D. (2009). ‘I’m out of the loop’: Ostracism through information exclusion. *Group Processes & Intergroup Relations*, 12(2), 157-174. <https://doi.org/10.1177/1368430208101054>.
- Lin, Y. C., Yu, C., & Yi, C. C. (2014). The effects of positive affect, person-job fit, and well-being on job performance. *Social Behavior and Personality: An International Journal*, 42, 1537-1547. doi:10.2224/sbp.2014.42.9.1537
- Liu, H., & Boyatzis, R. E. (2021). Focusing on resilience and renewal of stress: The role of emotional intelligence. *Frontiers in Psychology*, 12(1), 2318. <https://doi.org/10.3389/fpsyg.2021.685829>.
- Liu, J., Kwan, H. K., Lee, C., & Hui, C. (2013). Work-to-family spillover effects of workplace ostracism: The role of work-home segmentation preferences. *Human Resource Management*, 52, 75–93. doi:10.1002/hrm. v52.1
- M.A. Wattoo, “Superior-performance work systems and work-family interface: job autonomy and self-efficacy as mediators,” *Asia Pacific Journal of Human Refounts*, vol. 2, pp. 10-18, 2019.
- Mayer, J. D. & Salovey, P. (1997). What is emotional intelligence? In P. Salovey & D. Sluyter (Eds), *Emotional Development and Emotional Intelligence: Educational implications* (pp. 3-31). *New York: Basic Books*
- Mayer, J. D., & Salovey, P. (1990). Emotional intelligence. *Imagination, cognition, and personality*, 9(3), 185-211.
- Mok, A., & De Cremer, D. (2016). The bonding effect of money in the workplace: priming money weakens the negative relationship between ostracism and prosocial behaviour. *European Journal of Work and Organizational Psychology*, 25(2), 272- 286. <https://doi.org/10.1080/1359432X.2015.1051038>.

- Moroń, M., & Biolik-Moroń, M. (2021). Trait emotional intelligence and emotional experiences during the COVID-19 pandemic outbreak in Poland: A daily diary study. *Personality and Individual Differences*, 168, 110348.
- Muraina, K. O., and Oladimeji, L. O. (2022c). Internet-based technique and social support in the management of depression among secondary school teachers in Oyo State, Nigeria. *International Journal on Education Insight (IJEI)*, 3(1), 9-18.
- Naz, S., Li, C., Nisar, Q. A., & Rafiq, M. (2019). Linking emotional intelligence to knowledge sharing behaviour: mediating role of job satisfaction and organisational commitment. *Middle East Journal of Management*, 6(3), 318-340.
- Neuman, J. H., & Baron, R. A. (1998). Workplace Violence and workplace aggression: Evidence concerning specific forms, potential causes, and preferred targets. *Journal of Management*, 24, 391-419.
- Ng, T.W.H. (2017), "Can idiosyncratic deals promote perceptions of competitive climate, felt ostracism, and turnover? *Journal of Vocational Behavior*, 99. 118-131.
- Nozaki, Y., & Koyasu, M. (2013). The relationship between trait emotional intelligence and interaction with ostracized others' retaliation. *PloS one*, 8(10), e77579.
- Peng, A.C. and Zeng, W. (2017), "Workplace ostracism and deviant and helping behaviors: the moderating role of 360-degree feedback", *Journal of Organizational Behavior*, 38(6), 833-855.
- Petrides, K. V., & Furnham, A. (2001). Trait emotional intelligence: Psychometric investigation with reference to established trait taxonomies. *European Journal of personality*, 15, 425-448.
- R. Daeley, Organisational Behavior Edinburgh Business School, HeriotWatt University, 2012.
- Rahman, M.S. (2010). Role of Emotional Intelligence in Leadership Styles and Job Performance. Unpublished master's thesis, University of Edinburgh, UK
- Rahman, M.S. (2018). Relationships among Emotional Intelligence, Leadership Styles, and Job Performance of the Employees in Chittagong Export Processing Zone. Unpublished Ph.D. thesis, University of Chittagong, Bangladesh.
- Renn, R., Allen, D., & Huning, T. (2013). The relationship of social exclusion at work with self-defeating behavior and turnover. *The Journal of Social Psychology*, 153(2), 229-249. <https://doi.org/10.1080/00224545.2012.723642>.
- Robinson, S. L., O'Reilly, J., & Wang, W. (2013). Invisible at Work: An Integrated Model of Workplace Ostracism. *Journal of Management*, 39(1), 203-231. <https://doi.org/10.1177/0149206312466141>
- Robinson, S., & Schabram, K. (2017). Workplace ostracism. In K. D. Kipling & S. A. Nida (Eds.), *Ostracism, exclusion, and rejection* (pp. 224-239). New York: Routledge.
- S. Bevan, "Good work, Superior performance and productivity," The paper prepared for the European HRD Forume, Lisbon, 2012.

- Sackett, P. R., & DeVore, C. J. (2001). Counterproductive behaviours at work. In N. Anderson, D. S. Ones, H. K. Sinangil, & C. Viswesvaran (Eds.), *Handbook of industrial and organizational psychology* (Vol. 1, pp. 145-164). London: Sage.
- Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition and Personality*, 9(3), 185–211. <https://doi.org/10.2190/DUGG-P24E-52WK-6CDG>
- Sanchez-Gomez, M., & Bresó, E. (2020). In pursuit of work performance: Testing the contribution of emotional intelligence and burnout. *International Journal of Environmental Research and Public Health*, 17(15), 5373.
- Sergienko, E., Khlevnaya, E., & Osipenko, E. (2020). Development of an objective methodology for measurement of emotional intelligence. Emotional intelligence and socio-demographics of employees in Russian organizations. *Organizational Psychology*, 10(1), 45–61. <https://www.elibrary.ru/item.asp?id=42801866>
- Shooshtarian, Z., Ameli, F., & Amini Lari, M. (2013). The effect of labor's emotional intelligence on their job satisfaction, job performance and commitment. *Iranian Journal of management studies*, 6(1), 27-43
- Slaski and Cartwright. 2002. Health performance and emotional intelligence. *An Exploratory Study of Retail Managers Stress and Health*, 18, 63 - 68.
- Stup, R. (2003). Control the factors that influence employee success. Managing the Hispanic Workforce Conference. Cornell University and Pennsylvania State University.
- Taboli, H., Ahmadipناه, M., Jalilian, O., Hasani, S. R., Jalilian, H., Jalilian, H., & Tung-HsingChiang, S. (2013). Job satisfaction as a mediator in relationship between emotional intelligence, organizational commitment in employees' Kerman universities. *Life Science Journal*, 10(1), 1-10
- Unnikrishnan, I., Ali, O. P., Mariappan, J., Raghavan, J. E., & Thanseer, A. (2019). A Study on Emotional Intelligence and Its Role on Job Performance. *Amity Global Business Review*, 9.
- Vardi, Y., & Weiner, Y. (1996). Misbehavior in organizations: A motivational framework. *Organization Science*, 7, 151-165.
- Viswesvaran, C., & Ones, D.S. (2000). Perspectives on models of job performance. *International Journal of Selection and Assessment*, 8(4). 216-226. <https://doi.org/10.1111/1468-2389.00151>
- White, D. E., & Grason, S. (2019). The importance of emotional intelligence in nursing care. *Journal of Comprehensive Nursing Research and Care*, 4(152), 1–3.
- Williams, K. (2007). Ostracism: The power of silence. *Annual Review of Psychology*.
- Williams, K. D. (1997). Social ostracism in Kowalski, R.M. (Ed.), *Aversive Interpersonal Behaviors*: Plenum Press, New York, NY, pp. 133-170.
- Williams, K. D. (2001). *Ostracism: The power of silence*, Guilford Press, New York.
- Wong, C. S. and Law, K.S. (2002), “The effects of leader and follower emotional intelligence on performance and attitude: An exploratory study”, *The Leadership Quarterly*, 13(3), 243-274. [https://doi.org/10.1016/S1048-9843\(02\)00099-1](https://doi.org/10.1016/S1048-9843(02)00099-1)

- Wong, C.-S., & Law, K. S. (2002). Wong and Law Emotional Intelligence Scale (WLEIS) APA Psyc Tests. <https://doi.org/10.1037/t07398-000>
- Wu, L. Z., Yim, F. H. K., Kwan, H. K., & Zhang, X. (2011). Coping with workplace ostracism: The roles of ingratiation and political skill in employee psychological distress. *Journal of Management Studies*, 49(1), 178–199. doi: 10.1111/j.1467- 6486.2011.01017.x.
- Yang, Y., Wang, L., Passmore, H.-A., Zhang, J., Zhu, L., & Cai, H. (2020). Viewing nature scenes reduces the pain of social ostracism. *The Journal of Social Psychology*, 1-19.
- Zadro, L., Boland, C., & Richardson, R. (2006). How long does it last? The persistence of the effects of ostracism in the socially anxious. *Journal of Experimental Social Psychology*, 42(5), 692-697. <https://psycnet.apa.org/doi/10.1016/j.jesp.2005.10.007>.
- Zhao, H. D., Peng, Z. L., & Sheard, G. (2013). Workplace ostracism and hospitality employees' counterproductive work behaviors: The joint moderating effects of proactive personality and political skill. *International Journal of Hospitality Management*, 33, 219–227. <https://doi.org/10.1016/j.ijhm.2012.08.006>
- Zhu, Y., Liu, C., Guo, B., Zhao, L., & Lou, F. (2015). The Impact of Emotional Intelligence on Work Engagement of Registered Nurses: The Mediating Role of Organisational Justice. *Journal of Clinical Nursing*, 24, 2115-2124. <https://doi.org/10.1111/jocn.1280>.